

Didactic Principles of Educational Content Based on the Principle of Concentrism in Primary Class Textbooks

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Abstract: In the article, the problem of determining the didactic nature of the system of theoretical knowledge in concentrations, how this knowledge has a relationship in the structure of the educational subject, and how to determine the interrelationship between them was formed.

Keywords: lesson, education, didactic, education, interactive methods, practical, structure, content of the educational subject.

INTRODUCTION. In connection with the possibility of dividing the system of theoretical knowledge with a didactic essence into concentrations, the problem of determining how this knowledge has a relationship in the structure of the primary school subject and how to determine the interrelationship between them has arisen. will

The knowledge and information contained in the primary school subject is stable within a certain space and time. It is possible to combine theoretical knowledge into different concentrations.

In order to correctly determine the knowledge system included in the concentration, first of all, it is required to scientifically substantiate the content of this concentration. Historically, the issue of structure has always been put in the next place in a sufficiently complete justification of the characteristics of the object being studied in the real sense. Despite the fact that they seem to have the same elementary content to the study of the issue of structure, the evidence of the diversity of the essence of knowledge is important in dividing them into concentrations.

The concept of "structure" (structure), which is widely used in the study of mother tongue knowledge, is gaining special importance based on the principle of concentrism.

THE MAIN PART. In the "National Encyclopedia of Uzbekistan" the concept of "structure" is defined as follows: "Structure (lat. structura – structure, connection) – structure, construction of certain things; interdependence of components [1].

In our view, the concept of structure represents the characteristics of existing relationships between the elements of primary school educational material.

If theoretical knowledge is interpreted as a result of cognitive activity in its full form, attention should be paid to the system of theoretical knowledge as a strictly stable system. Based on the characteristics of the structure, identification of parts of primary school educational materials representing theoretical knowledge;

It is necessary to describe the logical connection between the elements of the primary school educational material.

Theories regarding the structure of primary school educational materials:

empirical sources of didactic units: basic evidence, data and teaching tasks; For example, exercise. Read and memorize the words of wisdom.

primary school educational materials providing theoretical information: rules, definitions; For example, a hyphen and a hyphen can consist of a hyphen with a vowel. For example: flour, grass,

horse, bo–bo, bu–vi, kocha, ar–cha, chay–nak, be–be, cap–lon.

If a word does not fit on a line, it is divided into syllables and moved to another line. For example: al–kalai, alfalfa. A consonant syllable does not remain in the previous line and is not transferred to the next line.

For example: Sa–odat, mua–ma–la,

Theoretical materials: consistent expression; for example, a word is divided into syllables. A syllable consists of one or more syllables. A word has as many syllables as consonants.

Words are monosyllabic and polysyllabic. Consonants ending in a consonant are called open consonants, and consonants ending in a consonant are called closed consonants.

skills and competencies formed through primary school educational material; for example, text production skills such as expressive reading skills.

These parts of the primary school teaching materials provide a clear picture of the educational content based on the focus year. The principle of concentricity organically connects all parts of primary school educational materials and helps to clearly present theoretical knowledge. It should be noted that all parts of primary school educational materials are selected and compiled according to the principle of concentricity[2]. Interrelated concepts within this principle are embodied in one block. The core of these primary school learning materials are language tools of the same origin. Because they have a completely logical function. At the same time, these elementary teaching materials contain basic meanings that describe certain things and events. For example, moon, sun, stone, flower, tree.

Primary school teaching materials of a specific concentration can be divided into three parts: the first part describes rules and definitions, the central part describes exercises and texts, the last part contains primary school educational tasks and questions: from sentences to words consists of: Spring is coming. The days are getting warmer. Trees bloomed in the gardens[3]. The pits are full of water. What qualities does a child who reads a book have, what other games do you play in winter? What kind of children get the flu?

It is necessary to ensure that the selected primary school educational materials correspond to the principle of concentricity in terms of content and form. Based on the principle of concentration, there should be a logical connection between the selected elementary school teaching materials. There will be detective connections among them. The intellectual connection between primary school learning materials has a special place in determining logical relationships.

In the structure of primary school educational materials, intellectual connections appear as a detective structure, which is the basis for combining them into a single block. The inclusion of primary school educational materials in one concentration is determined on the basis of several parameters: the generality of the content and concepts they represent depends on the level of compatibility [4]. It is important that all concepts express a certain precision in the topic of study. When creating didactic materials for a particular primary school subject, special attention should be paid to their complementarity. The principle of concentricity makes it possible to create a clear structure of didactic units. To the extent that a given concept in a cluster has a general description, it is related to other concepts that are more weakly generalized.

When placing elementary school educational materials in a certain concentration, their generality and uniqueness are taken into account. General concepts reflect qualitative certainty, the essence of concrete events and the material world. Or they develop the thinking of a primary school student.

Concepts included in primary school educational materials have a general and specific nature. Any concept included in the primary school curriculum is general.

The clear presentation of concepts in primary school teaching material fully reflects all areas of focus. This creates a didactic environment for the construction of primary school educational

materials based on the principle of concentricity. In this process, it is necessary to pay attention to the following: in the description of primary school educational materials, they clearly show their general and specific characteristics, which is the basis for concentration. Therefore, without a logical analysis of the content of primary school educational materials, it is impossible to summarize them. This is especially important when creating primary school curricula and textbooks. Based on the principle of concentricity, it is possible to theoretically justify the didactic connection between its separate parts by developing didactic rules aimed at improving the content of education.

Thus, the relationship between the primary school teaching materials in the center is shown as follows:

the existence of an intellectual connection between primary school educational materials and their parts;

clear and complete presentation of didactic materials in each concentration.

Based on the above, it can be said that as a result of the structure of primary school educational materials based on the principle of concentricity, the logical connection and consistency between primary school curricula, textbooks, primary school manuals the possibility of provision increases. It is necessary to rely on the principle of concentricity in the description of primary school educational materials and in determining primary school educational tasks.

Teaching based on the principle of concentration in some primary school subjects is important for the mental and intellectual development of primary school students, as well as for the consistent systematization of their knowledge. In this regard, teaching the mother tongue is of particular importance. The effectiveness of the primary school educational process mainly depends on the content of the primary school subject chosen in accordance with the educational goals of the primary school [5].

Therefore, the primary school curriculum offered to primary school pupils should be determined based on their needs and capabilities.

Teaching the mother tongue serves to expand the abilities of primary school students to think independently, observe, understand the opinions of others, freely express their opinions orally and in writing, and freely communicate with members of society. The standard indicators of teaching the mother tongue are determined from the point of view of teaching the child to think, to understand what is said and to be able to express his opinion in a literate, logical sequence. In the conditions of teaching the mother tongue based on the principle of concentricity, the literacy of the elementary school student, the ability to express the signs of written speech in pronunciation is rapidly developed with the help of theoretical information and practical training. The ability of elementary school students to understand and understand unfamiliar words and texts is expanded. As the lesson progresses, the amount of theoretical information presented to the elementary school student increases, and more time is allocated for strengthening the knowledge gained through practical exercises. Convenient didactic situations were created for them to deepen the content of the text.

The formation of skills and competence in written expression is a very complex process, and special attention is paid to it in teaching the mother tongue based on the principle of concentricity. Because today the development of written speech of elementary school students is of particular importance. Elementary school students need to be able to express their thoughts in detail and in a logical sequence. For this, their vocabulary should be sufficiently developed. For this, it is necessary to form and strengthen the following skills in primary school students of each grade in the process of teaching based on the principle of integration of the mother tongue:

expressing the idea in a logical sequence;

creating complex texts expanded by the class on a specific topic;

a detailed description of a specific topic;

to be able to effectively use the expressive possibilities and vocabulary of the native language when explaining the topic;

such as following spelling and stylistic requirements when creating a text.

The teaching of mother tongue science in primary grades based on the principle of concentricism is the formation and development of independent, critical and logical thinking skills of primary grade students, the ability to express their opinion independently, and the acquired knowledge. serves to use and support in educational activities. The level of preparation necessary to continue studying at the second stage of education.

Primary school educational materials introduce primary school students to the environment, form an initial idea about the structure of the world, nature and social phenomena, form the first linguistic worldview, instill love for the mother tongue and their own opinion. teaches to use the ability to express opinions.

The process of teaching the mother tongue based on the principle of concentricism is organized as a holistic educational process that ensures mental, linguistic and spiritual development of primary school students. This process is the most important linguistic knowledge and speech to be able to feel the intellectual, linguistic, spiritual–spiritual maturity, moral standards, national traditions, dress standards, sophistication and beauty of the elementary school student. is a qualification [6]. It is necessary to be able to imagine human society and human activities through colors, to understand national spirituality and human feelings through various images, and to serve for the formation of skills and qualifications.

Based on the goals and tasks of mother tongue education based on the principle of concentricism, the following requirements can be set for the level of preparation of elementary school students:

standardized indicators of knowledge and concepts that serve to develop linguistic knowledge, speaking skills and competences of elementary school students.

with the help of lexical units and grammatical knowledge, standardized knowledge indicators that serve to form the independent, critical, logical thinking ability of the elementary school student.

accurate knowledge and practical skills that allow to describe the social and natural reality expressed through different colors using the expressive possibilities of the Uzbek language.

such as mastering standardized speech units that allow elementary school students to express their inner feelings.

The process of mastering the expressive possibilities of the mother tongue is important in the development of independent, critical and logical thinking skills of elementary school students. In the process of his formation and development, the elementary school student is connected with the events around him. As a result of this connection, he seeks to know the names of things and events, their characteristics. In the process of teaching the mother tongue based on the principle of concentricism, elementary school students should acquire linguistic knowledge and language tools, as well as the social experience of the people of Uzbekistan. Only then, in the process of teaching the mother tongue, the opportunities for independent thinking of primary school students will expand. Because in native language lessons, with the help of artistic and scientific texts, the expressive possibilities of the Uzbek language, vocabulary, orthographic and punctuation norms, nature, social phenomena, social relations between people, the character, traits and qualities of people, behavior, communication, dress culture, plants and animals aim to teach specific aspects of the world.

Material objects, phenomena, concepts, social relations between people, historical and social experiences of the Uzbek people, the relationship between society and nature, selected elementary school words and phrases in the Uzbek language. topics and primary school teaching

materials. should serve to explain in terms of content and expression. For example, as a result of the continuous growth of the elementary school student's vocabulary, emotional perception, desire for elegance, pleasure, intelligence, enthusiasm, desire to master works of art, and logical thinking. In addition, in the process of interpreting texts, elementary school students learn the subtle meanings expressed in words and phrases in their native language, as well as the stylistic possibilities of the language.

Linguistic–informational texts, conversation and stories also have a special place in the comprehensive development of elementary school students. In the process of working on such texts, elementary school students draw conclusions based on clear evidence and data.

In elementary school educational and informational texts, knowledge is presented in a strictly logical manner. Social relations are figuratively expressed in artistic narratives, material things, events and events. It is important to achieve conscious mastering of lesson materials by primary school students in the primary school education process. Tasks aimed at explaining the meaning of mobile words and expressing opinions based on pictures in the course of the lesson are also important from the point of view of teaching primary school students to think independently, to use their thinking skills logically and effectively.

In the process of teaching the mother tongue, it is appropriate to choose educational materials for the primary class, taking into account the need for the education of national manners and sophistication.

Based on the principle of centrism, the content of teaching the mother tongue is determined within the requirements of the state educational standards of primary education. Therefore, the content of mother tongue teaching based on the principle of centrism was determined based on the principle of centrism. At the same time, attention was paid to the formation of elementary linguistic knowledge and elements of speech culture in a certain logical sequence.

Also, the goal of this primary school educational process is to develop communicative literacy of primary school students of grades I–IV. It is necessary to determine the maximum amount of education for primary school students of I–IV grades to acquire knowledge, skills and qualifications based on the principle of mother tongue concentration. This demand should also be expressed in educational tasks. Primary school teaching materials based on the principle of centrism were created based on the principles of integrity, consistency and systematicity.

1. Here, on the basis of the principle of concentration given to elementary school students of grades I–IV, gradual improvement of the content of the mother tongue is provided.

2. Based on the principle of centrism, the content of mother tongue and reading education is determined based on the concept of primary education and the requirements of state educational standards of primary education.

3. Primary school Primary school students will have a deep understanding of the theoretical foundations, norms and expressive possibilities of the mother tongue from the first stage of education based on specific concentrations.

Based on the principle of centrism, the main attention in determining and learning the content of the subject of the mother tongue is focused on increasing the theoretical knowledge of elementary school students, forming speech culture and linguistic thinking skills, and forming the ability to think independently, critically and logically [7].

We suggest studying on the basis of the principle of centrality, based on determining the content of the mother tongue and based on the child's needs and opportunities to use the language, relying on the psychological foundations that are important in the development of the personality of the primary school student. expression . Based on the principle of centrism, it is appropriate to define the content of teaching the mother tongue in primary classes as follows.

At the initial stage of mother tongue and reading education, on the basis of the principle of

concentrism, a word representing material life, environment, nature and society, socio-economic sphere, various human feelings and concepts is taught to elementary school students. and phrases are taught. The Uzbek language and its scope of use. This was to solve the task of introducing the vocabulary of the native language into the speech of elementary school students.

In the later parts of the mother tongue content and based on the principle of focused reading, the meaning and synonyms of grammar activities allow native language learners to express their thoughts and feelings clearly and correctly. to teach, to gradually master the range of usage from simple to complex, to understand one's own grammatical knowledge and vocabulary, to correctly understand the thoughts and feelings expressed by others.

The third part is to understand the impact of the emotional meaning expressed in human speech in the process of introducing methodical features of the means of expression in the native language and gradually introducing methodological possibilities, using the same opportunity in the process of expressing thoughts in oral and written form.

The principle of concentricity, the stylistic norms of the Uzbek language and their main features, the functional nature of stylistic norms, the choice and use of language in the process of developing speech, which is a component of mother tongue and reading education. tools, norms and a typology of speech styles are included in the content of mother tongue and reading education, and the primary school aims to teach students how to connect problems.

Based on the principle of concentrism, in this part of the content of mother tongue and reading education, primary school students develop the skills and abilities to understand the authenticity and methodological significance of stylistic elements of speech through non-linguistic and linguistic criteria. It is also aimed at introducing functional language standards into the speech of elementary school students, informing elementary school students about the sociolinguistic and psycholinguistic foundations of the communicative style created as a result of the formation and organization of the text, and understanding the exact logical content of the text. [8].

In the process of speech development, special attention is paid to teaching primary school students the relationship between semantic, grammatical and functional stylistic combinations, the dynamic activity of words in speech. As part of this process, he teaches primary school students to think clearly and to express the product of their thinking correctly. Based on the principle of concentrism, it is intended to develop the knowledge potential and intelligence of the primary school student in the mother tongue and educational process, and to form skills and competencies related to the purposeful use of the mother tongue and wide opportunities for learning. was caught.

CONCLUSIONS. In order to achieve the same goal, primary school students are assigned the task of gradually teaching connected speech elements, accustoming them to create texts of different forms, content and character. In addition, it is based on the principle of focusing on the mother tongue and reading in the educational process, the linguistic standards of communication with members of society, the importance of language and speech for society and the individual, and the formation of a sense of respect for language. , its wealth, its struggle for purity, communication and the impact of this communication, elementary students will be armed with the most important knowledge and understanding of the history of language and writing and the stages of development of language and writing.

In native language and reading classes, the task is to form the skills of regular reading, checking and evaluating each other's work, understanding the opinions of others, and the content of the text.

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